

The story "Excerpt from *Mr. Revere and I*" and the article "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" are written from different points of view. How do the different points of view affect the understanding of the events surrounding the Boston Tea Party? Use details from **both** passages to support your response.

In your response, be sure to

- explain the point of view presented in "Excerpt from *Mr. Revere and I*"
- explain the point of view presented in "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*"
- explain how the different points of view affect the understanding of the events surrounding the Boston Tea Party
- use details from **both** passages to support your response

The different points of view in the stories "Excerpt from *Mr. Revere and I*" and "Excerpt from *The Many Rides of Paul Revere: The Boston Tea Party*" affect the understanding of The Boston Tea Party. In the first story it's told in first person, so the person was actually involved in the Boston Tea Party. The second story was told in third person so the author is pretty much telling the story. In one story you got to see what one person went through and everything that happened as if it was just happening, but in the other story all you heard was the facts and everything that people already know, the common knowledge. Also personally

I feel that the story is more interesting when the story is told in third person instead of first person.

**Score Point 2 (out of 4 points)**

This response introduces a topic that follows generally from the task and purpose (*The different points of view in the stories...affect the understanding of The Boston Tea Party*). The response demonstrates a literal understanding of the texts (*told in first person so the person was actually involved and told in the third person so the author is pretty much telling the story*). The topic is partially developed with the use of some textual evidence (*you got to see what one person went through and everything that happened and all you heard was the facts and everything that people already know*). This response exhibits some attempt at organization, with inconsistent use of transitions (*In the first story, In one story, but in, Also*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*in the stories, first story, second story, one story, other story, the story*). The concluding statement follows generally from the topic and information presented (*I feel that the story is more interesting when the story is told in third person instead*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*view, actually, knolage*) that do not hinder comprehension.